



Proserpine State High School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

## Contact information

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| <b>Postal address</b> | PO Box 220 Proserpine 4800                                                                                                                                                                                                                                                                                          |
| <b>Phone</b>          | (07) 4945 0111                                                                                                                                                                                                                                                                                                      |
| <b>Fax</b>            |                                                                                                                                                                                                                                                                                                                     |
| <b>Email</b>          | principal@proserpineshs.eq.edu.au                                                                                                                                                                                                                                                                                   |
| <b>Webpages</b>       | <p>Additional information about Queensland state schools is located on:</p> <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul> |
| <b>Contact person</b> | Mr Don McDermid – Principal                                                                                                                                                                                                                                                                                         |



# From the Principal

## School overview

Our school offers excellent holistic educational opportunities for young people within the Whitsunday Region of Queensland. Our students come from the tourist destinations around Airlie Beach, the cane farming communities around Proserpine and surrounding communities. This dichotomous cultural backdrop enriches the learning environment, and underpins the wide range of curriculum offerings available. As the only State High School in our area we provide a wide variety of pathways to further learning and future employment. Established in 1963, we enjoy a proud academic reputation, with a large proportion of our students progressing to university and extraordinary careers. Our vocational offerings are also commendable, with many career pathways on offer. An established school based apprenticeship and traineeship program is delivered every year, thanks to a highly supportive business community.

We deliberately encourage student leadership as a whole school focus, nurturing individual growth. A vibrant instrumental music program is incorporated into our reputable Arts program. STEM activities, annual cultural tours, musicals and sporting activities are just some of the other enrichment opportunities our enthusiastic staff offer our students. Check our website for a full appreciation of the richness of our school.

Our school purpose is to maximise learning opportunities and outcomes for every student in our care – this purpose is articulated through our position statement.

### A community of achievers:

**For those who want to feel they belong yet be inspired to stand out, we will embrace you and your dreams, by providing a nurturing environment which encourages academic, technical, cultural and sporting success.**

Our Values and Beliefs are:

1. The school provides a supportive, caring and positive environment
2. The school provides access to, and equal opportunities for every student – Inclusive Education
3. The school community should work together to equip our students with the appropriate knowledge and skills to meet the needs of a changing society
4. High personal standards are expected by all shareholders
5. The school encourages the intellectual, social, emotional, cultural and physical development of all students in order to produce responsible and active citizens.

## School progress towards its goals in 2018

The school identified the following improvement areas for close attention and priority in 2018:

- Continued high focus on Literacy and Numeracy across all curriculum areas;
- Consolidated quality writing warmups across the junior school incorporated into the “Teaching with a Literacy Focus”;
- Implemented a focused approach to writing (Ian Hunter) within the English and Humanities faculties;
- Embedding the whole school reading approach across all faculty areas utilising “Direct Reading Thinking Activities”;
- Engagement of “Investing for Success” funding to target students at risk of meeting NMS for reading and writing, LOA data for English C-A standard and A standard;
- Continuing to embed a whole school approach to differentiated learning for every student, in every class, every day;
- Renewed focus on data to assist teachers in delivering teaching and learning activities that are challenging for students yet allowing success to be achieved by all students;



- Continue to review effective classroom teaching practices at Proserpine State High School aligned to the Australian Professional Standards for Teachers;
- Further implementation of a whole school pedagogical framework through Dimensions of Teaching and Learning;
- Refining professional knowledge amongst staff of Explicit Teaching utilising pedagogy coach John Fleming;
- Consolidation of collaborative planning sessions unpacking curriculum units delivering greater curriculum clarity through the "Think Big. Start Small" program;
- Continuing to embed a whole school approach to planning and assessing (Assessment Literate Learners);
- Renewed focus on the integration of Higher Order Thinking Skills (Blooms) in junior and Common Core Elements (CCE's) in senior through assessment and planning;
- Implementation of senior school curriculum framework and alternative pathways to achieve greater success in Year 12 student outcomes;
- Development of local cluster and school leadership groups to assist in the strategic direction of junior secondary at Proserpine State High School;
- Initiated collaboration meetings between local cluster schools exploring the vertical alignment of writing within the curriculum;
- Implemented STEM elective options into the junior curriculum;
- Continue to explore opportunities to build on stronger partnerships within our community to strengthen student outcomes and achievement;
- Electronic communication opportunities have continued to grow with the introduction of a School App, and this communication method is now used frequently and is becoming an effective means to build positive communication lines between school and home. ID Attend continues to be a key tool to help provide timely and accurate attendance data to parents. Communication is seen as key to building community relationships;
- Closing the Gap between indigenous student learning outcomes and whole school achievement levels – introduction of student "PACTS" to case manage individual students and monitor achievement levels;
- Embedding the 1:1 eLearning program across all year levels, and enhanced technology delivery to students;
- Further implementation of ICT in teaching and learning continues, with a strong focus upon professional development for staff – the Smart Classrooms team have accessed Microsoft conferences and virtual universities, and shared their learning and networking with school staff. The school applied for, and was subsequently chosen as a "Pathfinder School" in the 'Innovative Schools Partners in Learning' initiative with Microsoft in 2012. The school was chosen in recognition of our strong commitment to the integration of learning technology into our teaching programs and the innovative work that has been completed in advancing a new model of "anytime, anywhere" learning;
- Further strengthen the school Language (Japanese) Program, as part of our role as an Asian Language Centre;
- Extension of the Trade Training Centre partnership with TAFE to broaden opportunities for student engagement;
- Teaching staff and leaders utilise individualised Performance Development Plans to inform the school planning for expenditure on professional development and developing the whole school professional learning plan for 2018;
- A whole school professional coaching program introduced to provide various levels of professional learning for staff aligned to whole school priorities;
- Raise attendance targets to 95% for all students embedding the culture of "Every Day Counts";
- Introduction of student forums to increase the recognition of student voice in school decision making ;
- Focus on building a positive school culture amongst staff, students and parents;
- Extensive planning for the introduction of the New QCE system of senior schooling.



## Future outlook

| Successful Learners                                                                                   |                                                                                                                                                                                                                                 |                                                                                    |
|-------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| School Strategies                                                                                     | Actions                                                                                                                                                                                                                         | Performance Measures                                                               |
| Continue to review, refine and embed a whole school approach to the teaching of Literacy and Numeracy | <p>Embed literacy and numeracy plans that enable explicit skills to be taught across all faculties</p> <p>Apply data from diagnostic / systemic testing to engage students in targeted fundamental skill (L&amp;N) programs</p> | <p>NAPLAN Reading / Writing NMS</p> <p>NAPLAN Reading / Writing U2B</p>            |
| Increase frequency and quality of writing                                                             | Develop independent writing strategies across all faculties                                                                                                                                                                     | <p>NAPLAN Writing NMS</p> <p>NAPLAN Writing U2B</p>                                |
| Creating assessment literate learners                                                                 | Develop whole school practices that provide clarity between curriculum, units, assessment and modelled responses through the collaborative alignment process                                                                    | Students achieve a “C” or better in English, Mathematics and Science (Years 7 -10) |

| Teaching Quality and Principal Leadership and Performance                                 |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| School Strategies                                                                         | Actions                                                                                                                                                                                                                                                                            | Performance Measures                                                                                                                                                                                                                    |
| <p>Implement the Australian Curriculum</p> <p>Implement current and future curriculum</p> | Provide whole staff and faculty specific professional development opportunities for teachers to develop their capacity to implement current and future curriculum – “The New QCE” in senior school, junior collaboration meetings, Australian Curriculum                           | Confidence in knowledge and delivery of the Australian and Queensland curriculums                                                                                                                                                       |
| Embed the whole school pedagogical framework Dimensions of Teaching and Learning          | <p>Implement high impact pedagogical strategies using Gradual Release of Responsibility that deliver student centered learning, active participation and student accountability for their learning</p> <p>Identify inclusive practices that maximize learning for all students</p> | <p>Students satisfied that “My teachers help me with my school work when I need it” (School Opinion Survey)</p> <p>Students satisfied that “My teachers clearly explain what is required in my school work” (School Opinion Survey)</p> |
| Collaborative Empowerment                                                                 | Strengthen collaborative processes through the whole school professional learning plan to provide teachers with the time to engage in professional dialogue, collaborative meetings, differentiated peer observation and instructional coaching (Junior and Senior)                | Percentage of school staff who agree that they have good access to quality professional development (School Opinion Survey)                                                                                                             |



| School Performance                                                                                                                 |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| School Strategies                                                                                                                  | Actions                                                                                                                                                                                                                                                                         | Performance Measures                                                                                                                                                                  |
| Promote high expectations within the school community in terms of each and every student's capacity to improve and achieve success | Focus on student goal setting activities to promote student improvement and collaboration with teachers<br><br>Develop and implement differentiated teaching strategies and learning experiences with a focus on extending student learning                                     | Students feel that their teachers provide them with useful feedback about their school work. (School Opinion Survey)<br><br>Students achieving "A" standard in faculty specific areas |
| Streamline school attendance strategy                                                                                              | Develop a culture within the school community regarding the importance of daily attendance<br><br>Continue to refine and implement engagement strategies for at risk students<br><br>Increase teachers' capacity around student engagement, relationships and high expectations | Average attendance rate for students                                                                                                                                                  |
| Enhancing positive school culture                                                                                                  | Develop amongst staff clarity of school values culture and explicitly teach expected behaviours, attitudes and values to students                                                                                                                                               | Student satisfaction on School Opinion Survey                                                                                                                                         |
| Closing the Gap                                                                                                                    | Implement strategies to track, mentor and support the attendance, achievement and retention gap between Indigenous and non-Indigenous students                                                                                                                                  | Indigenous outcomes C-A achievement in English, Mathematics and Science                                                                                                               |

| Regional Support and Local Decision Making                                                                              |                                                                                                                                                                  |                                                                  |
|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|
| School Strategies                                                                                                       | Actions                                                                                                                                                          | Performance Measures                                             |
| Maintain a flexible, rigorous senior school program                                                                     | Increase teachers' capacity to implement QT&L strategies related to student engagement, relationships and high expectations.                                     | Percentage of Year 11 students achieving a "S" for Units 1 and 2 |
| Maintain a flexible Senior Schooling program with current pathways to success and rigorous tracking of student outcomes | Deliver and monitor the new QCE implementation plan to meet requirements of the new system<br><br>Continue to develop staff capability around the new QCE system | Percentage of students awarded a QCE at the end of Year 12       |
| Implement strong, innovative and sustainable partnerships that support student learning                                 | Formalise, recognise and celebrate community partnerships to recognise the investment of resources and create sustainability of programs                         | Parent satisfaction and confidence                               |
|                                                                                                                         |                                                                                                                                                                  |                                                                  |



# Our school at a glance

## School profile

|                                    |                  |
|------------------------------------|------------------|
| <b>Coeducational or single sex</b> | Coeducational    |
| <b>Independent public school</b>   | No               |
| <b>Year levels offered in 2018</b> | Year 7 - Year 12 |
| <b>Student enrolments</b>          |                  |

Table 1: Student enrolments at this school

| Enrolment category                 | 2016 | 2017 | 2018 |
|------------------------------------|------|------|------|
| Total                              | 989  | 1033 | 1062 |
| Girls                              | 494  | 513  | 508  |
| Boys                               | 495  | 520  | 554  |
| Indigenous                         | 81   | 87   | 82   |
| Enrolment continuity (Feb. – Nov.) | 91%  | 90%  | 91%  |

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

## Characteristics of the student body

### Overview

Our student population numbers shows 48% are female and 52% male – this is similar to 2017. Students come from a variety of socioeconomic backgrounds, with parents working in our main industries such as cane farming, tourism, hospitality and mining, as well as professional careers, builders, retail workers and so on. Similarly, there are a variety of religious backgrounds represented, although the majority would be Christian. The student population is comprised of approximately 8% Indigenous and 7% students with disability. A proportion of the student body do not live with both their biological parents and as a result students are moving and residing from one biological parent to the other, together with the new partners and families.

### Average class sizes

Table 2: Average class size information for each phase of schooling

| Phase of schooling | 2016 | 2017 | 2018 |
|--------------------|------|------|------|
| Prep – Year 3      |      |      |      |
| Year 4 – Year 6    |      |      |      |
| Year 7 – Year 10   | 24   | 24   | 23   |
| Year 11 – Year 12  | 18   | 18   | 16   |

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.



## Curriculum delivery

### Our approach to curriculum delivery

#### SENIOR SCHOOL

An extensive range of opportunities are offered for students whether they wish to undertake a curriculum program to be university bound, vocationally bound or transition directly into the workforce.

Academic subjects are offered through 22 Authority subjects as part of the Queensland Curriculum and Assessment Authority's (QCAA) curriculum offerings – see website for more detail.

- Additional Authority subjects are offered via distance education.

Vocational pathways can be accessed through:

- 10 Authority-registered subjects as part of the Queensland Curriculum and Assessment Authority's (QCAA) curriculum offerings – see website for more detail;
- a number of courses offered as part of the school-based program as a Registered Training Organisation;
- externally delivered courses via on-line modes of learning; or
- a large range and variety of school-based apprenticeships and traineeships.

Vocational education subjects include:

- Certificate II in Rural Operations/Agriculture delivered by Queensland Agriculture Training Colleges utilising the school's Agricultural Farm;
- Certificate II in Engineering Pathways delivered by TAFE using the onsite Trade Training Centre;
- Certificate II Hospitality / Certificate II in Kitchen Operations is offered in collaboration with TAFE at Cannonvale;
- Certificate II in Tourism in collaboration with Response Training;
- Certificate II in Outdoor Recreation in collaboration with Australian Global Institute Pty Ltd;
- Certificate II in Health Support Services and Certificate II Community Services offered in collaboration with Connect 'n' Grow;
- Certificate III in Fitness plus entry qualification Certificate II in Sport and Recreation offered in collaboration with Binnacle Training;
- Certificate III in Early Childhood Education and Care offered in collaboration with Cairns Training Academy which incorporates extensive on-the-job training.

From Year 10 students are able to undertake a Certificate I in Business, a Certificate I in Information Digital Media & Technology and a Certificate I in Agrifoods. The Year 11 and 12 program offers an extension of all three qualifications.

#### JUNIOR SCHOOL

- All students in Year 7 to Year 9 study core subjects of English, Mathematics, Science, Study of Society and Environment, and Health and Physical Education.
- All Year 7 and Year 8 students are required to undertake Japanese as our school's Language other than English (LOTE) program.
- Year 7 students engage in 21st Century Learning Projects which incorporate essential elements of 21st century learners.
- Year 8 students are able to choose from a range of subjects from The Arts (visual art, music and drama subjects), Technology (Business, ICTs, Manual Arts and Home Economics and STEM subjects) and extension Health & Physical Education.
- Year 9 students are able to choose four additional subjects that run for one semester each.
- Year 7 and Year 8 students engage in the structured wellbeing program - "Success Together".
- All Junior students undertake a structured fundamental skills program promoting a personalised approach to literacy and numeracy improvement.





## Co-curricular activities

- Leadership and team building events – including Year 7, Year 9 and Year 11 Leadership camps, School Leadership program, Girls Day Out/Boys Day In, Care Carnival, sporting teams and carnivals.
- Junior and Senior Student Council – representation allows students to further develop leadership skills and contribute to the school community.
- Career pathway events and excursions operate to support students. These include an annual visit to James Cook University or Brisbane universities for Year 12 students and a biannual Careers market.
- Students are able to enjoy sport at their level. Opportunities exist within inter-house competitions and inter-school competitions. Students may also trial for selection in district, regional and state teams across all sports endorsed by Queensland Secondary School Sport. Events include Fun Run (Cross Country), Swimming Carnival, Athletics Carnival, Rugby League, Ruby Union, AFL, Volleyball and most other sports for North Queensland trials.
- Each year students are able to participate in a number of “Arts” based activities. These include musical and theatre stage performances and Art shows. These opportunities allow us to showcase the considerable talents of our creative students.
- An extensive list of other school opportunities and activities include: Cultural Exchange Program, biennial Senior Ski Trip to Japan, Year 12 Graduation Ceremony, Year 12 Formal, Road Accident Awareness Program and annual Year 10 Mathematics Camp on Magnetic Island to name a few.

## How information and communication technologies are used to assist learning

Proserpine State High School offers a combination of eLearning take home laptop program in conjunction with a Choose Your Own Device program coordinated by the school. Approximately 94% of students were part of this initiative transforming the way in which students learn. An engaging, digitally rich learning environment is provided extending students' learning beyond the school classroom. Quality professional development has been provided to assist staff in the transition from traditional classrooms to incorporating digital tools and online environments. Wireless access was installed throughout the school expanding the options of where and how students learn. The utilisation of digital devices, infrastructure and quality teaching practices has endeavoured to maximise the learning potential of all students.

## Social climate

### Overview

Proserpine State High School fosters a supportive environment that is based on a close working relationship between students, parents and teachers.

Our Care Group program (incorporating a vertical group from Year 7 to Year 12) forms the core structure of our pastoral care for students. Each Care Group is made up of two teachers and a group of students. This group is together for activities such as daily care groups to share student information and swimming and care carnivals incorporating varied activities which students of all years and physical abilities are able to participate. Students stay with their Care Group throughout their entire time at the school. Year level coordinators for each year level oversee other pastoral care for anything pertaining specifically to that year level and weekly year level parades are held to specifically address items of interest and importance.

The development of responsible student behaviour in the school is based on the explicit teaching of appropriate social behaviours and developing positive relationships within the school. The teaching of these social skills is also subsumed throughout the curriculum program and is modelled in every classroom. There are a number of programs in place to acknowledge and reward students that demonstrate these social skills in the classroom. Proserpine State High School strives to create a positive, supportive environment for all students at all times of the school day. Bullying is seen as a very serious issue and is dealt with as a whole school issue, supported by our Behaviour Support teachers who lead the education and management of behaviour incidents through restorative practices.

The STYMIE program provides an avenue for students to be proactive stand against socially unacceptable behaviour through an easily accessible online reporting structure. Students are strongly encouraged to report if they are being bullied or if they see another student being bullied. Parents are asked to watch for signs that their child may be being bullied and to report this to the school if they suspect that this is happening. Our school has a comprehensive student support services including the Guidance Officer to counsel students on personal and career issues, Behaviour Support Teachers, Indigenous CEC and Youth Support Officers. The School Based Youth Health Nurse also forms part of our valuable support team, providing curriculum support and personal advice to individual students.



Students are actively encouraged to participate in the school leadership program which was extended to the junior school in 2015 with the election of Year 9 student leaders. Students actively promote the core value of “Respect” amongst the student population with the intent of making a difference to others within our school and local community.

## Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

| Percentage of parents/caregivers who agree# that:                                                        | 2016 | 2017 | 2018 |
|----------------------------------------------------------------------------------------------------------|------|------|------|
| • their child is getting a good education at school (S2016)                                              | 83%  | 93%  | 93%  |
| • this is a good school (S2035)                                                                          | 90%  | 95%  | 93%  |
| • their child likes being at this school* (S2001)                                                        | 85%  | 93%  | 94%  |
| • their child feels safe at this school* (S2002)                                                         | 92%  | 93%  | 96%  |
| • their child's learning needs are being met at this school* (S2003)                                     | 77%  | 86%  | 91%  |
| • their child is making good progress at this school* (S2004)                                            | 85%  | 88%  | 94%  |
| • teachers at this school expect their child to do his or her best* (S2005)                              | 96%  | 90%  | 94%  |
| • teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 85%  | 86%  | 89%  |
| • teachers at this school motivate their child to learn* (S2007)                                         | 85%  | 83%  | 89%  |
| • teachers at this school treat students fairly* (S2008)                                                 | 83%  | 82%  | 85%  |
| • they can talk to their child's teachers about their concerns* (S2009)                                  | 91%  | 93%  | 94%  |
| • this school works with them to support their child's learning* (S2010)                                 | 85%  | 88%  | 89%  |
| • this school takes parents' opinions seriously* (S2011)                                                 | 80%  | 92%  | 86%  |
| • student behaviour is well managed at this school* (S2012)                                              | 87%  | 80%  | 85%  |
| • this school looks for ways to improve* (S2013)                                                         | 91%  | 93%  | 93%  |
| • this school is well maintained* (S2014)                                                                | 96%  | 90%  | 96%  |

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

| Percentage of students who agree# that:                                             | 2016 | 2017 | 2018 |
|-------------------------------------------------------------------------------------|------|------|------|
| • they are getting a good education at school (S2048)                               | 90%  | 84%  | 98%  |
| • they like being at their school* (S2036)                                          | 92%  | 83%  | 94%  |
| • they feel safe at their school* (S2037)                                           | 90%  | 89%  | 96%  |
| • their teachers motivate them to learn* (S2038)                                    | 84%  | 85%  | 90%  |
| • their teachers expect them to do their best* (S2039)                              | 99%  | 94%  | 98%  |
| • their teachers provide them with useful feedback about their school work* (S2040) | 82%  | 84%  | 86%  |
| • teachers treat students fairly at their school* (S2041)                           | 70%  | 75%  | 74%  |
| • they can talk to their teachers about their concerns* (S2042)                     | 77%  | 70%  | 73%  |
| • their school takes students' opinions seriously* (S2043)                          | 81%  | 73%  | 82%  |
| • student behaviour is well managed at their school* (S2044)                        | 68%  | 68%  | 78%  |



| Percentage of students who agree# that:                                   | 2016 | 2017 | 2018 |
|---------------------------------------------------------------------------|------|------|------|
| • their school looks for ways to improve* (S2045)                         | 94%  | 90%  | 99%  |
| • their school is well maintained* (S2046)                                | 89%  | 88%  | 94%  |
| • their school gives them opportunities to do interesting things* (S2047) | 90%  | 91%  | 92%  |

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

| Percentage of school staff who agree# that:                                                                          | 2016 | 2017 | 2018 |
|----------------------------------------------------------------------------------------------------------------------|------|------|------|
| • they enjoy working at their school (S2069)                                                                         | 94%  | 97%  | 98%  |
| • they feel that their school is a safe place in which to work (S2070)                                               | 96%  | 98%  | 100% |
| • they receive useful feedback about their work at their school (S2071)                                              | 89%  | 88%  | 91%  |
| • they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 83%  | 79%  | 85%  |
| • students are encouraged to do their best at their school (S2072)                                                   | 99%  | 100% | 99%  |
| • students are treated fairly at their school (S2073)                                                                | 94%  | 100% | 96%  |
| • student behaviour is well managed at their school (S2074)                                                          | 92%  | 93%  | 89%  |
| • staff are well supported at their school (S2075)                                                                   | 87%  | 92%  | 90%  |
| • their school takes staff opinions seriously (S2076)                                                                | 87%  | 92%  | 91%  |
| • their school looks for ways to improve (S2077)                                                                     | 94%  | 99%  | 99%  |
| • their school is well maintained (S2078)                                                                            | 96%  | 99%  | 99%  |
| • their school gives them opportunities to do interesting things (S2079)                                             | 92%  | 92%  | 93%  |

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.



## Parent and community engagement

- An active Parents & Citizens Association meets regularly on the third Wednesday of each month to advise and support the agreed targets and outcomes as well as advising the school on a variety of matters. They also run and organise the canteen with many parent volunteers. In 2013 the P&C committee finalised and actioned the new look student uniform after a great deal of consultation with parents and students.
- Parents receive reports on the progress of their children formally three times per year.
- Two formal parent/teacher interview nights are available each year, although parents are also encouraged to telephone or email the school whenever they wish to discuss any issue with any teacher or member of the administration.
- Parents are regularly informed of any academic or social issues involving their children by mail, telephone, email, text or interview.
- Parents informed via SMS as to student progress with regards to drafts and formal assessment for each subject area.
- School newsletter distributed electronically through an e-newsletter format.
- Parents extensively surveyed and consulted during school marketing proposal, Quadrennial School Review and future initiatives.
- Parents encouraged to contribute to school operations through active involvement in areas such as tuckshop, uniform shop, sporting activities, culminating days, special events and student transition, etc.
- Parent nights are also held for a variety of purposes throughout the year. These range from Year 6 Parent Transition evenings, Year 7 Parent Night, Year 9 and Year 10 and Year 12 individual SET Plan interviews with student and parent, Year 10 Pathway Options evening and QTAC evening.
- Junior secondary culminating days / open days each term.

## Respectful relationships education programs

Proserpine State High School has developed and implemented programs that focus on appropriate, respectful and healthy relationships. The programs are delivered through Year 7 to 10 in the Australian Curriculum; Health and Physical Education and through the Success Together program. The Years 11 and 12 programs are delivered through the Senior Studies Program. Age appropriate learning activities that promote social and emotional learning in self-awareness, self-management and personal safety, respectful relationships, challenging violence, conflict resolution and social awareness are facilitated to all students. Programs within the junior and senior school focus particularly on health relationships and dealing with conflict, facilitated through the Health curriculum.

Strategies to prevent bullying are based on a whole school approach to recognising and responding to bullying incidents. These strategies are promoted through the school's anti-bullying "Stand Up" against bullying program and the adoption of the Stymie anti-bullying program whereby students can react and report when they feel that they, or others are unsafe. These programs focus on influencing behaviour change and challenging attitudes about violence while supporting students to develop pro-social behaviours that lead to healthy and respectful relationships. Cybersafety talks are conducted for Years 7-12 students to alert them to a range of privacy and personal safety matters.

Proserpine State High School has a strong and well developed wellbeing and support services team. The team includes: a full time Guidance Officer, a School-based Youth Health Nurse, a Community Education Indigenous Counsellor, Behaviour Support Teachers, a Youth Support Coordinator and a Student Welfare Worker. The Support Services team run a wide range of specialist programs including; the Rock and Water Program, the Drum Beat Program, Shine program, Girls Club and the Mindskills program. These wellbeing programs focus on a strengths-based approach for the development knowledge and skills to make informed decisions about respectful and healthy relationships.

## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

| Type of school disciplinary absence | 2016 | 2017 | 2018 |
|-------------------------------------|------|------|------|
| Short suspensions – 1 to 10 days    | 225  | 213  | 269  |
| Long suspensions – 11 to 20 days    | 8    | 8    | 14   |
| Exclusions                          | 5    | 6    | 7    |
| Cancellations of enrolment          | 7    | 5    | 7    |

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.



## Environmental footprint

### Reducing this school's environmental footprint

LED replacement program throughout internal school buildings

Reducing the school's environmental footprint

A 4KW solar panel system was installed

Energy efficient hot water system which is switched on when required for showers installed

Automatic doors on student side of the office

Replaced 3 floodlights around front of school with solar street lights

New evaporative coolers in E Block to reduce electricity and water wastage from "water dumping"

All air conditioners replaced in 2012 and upgraded to higher energy efficiency standards

Solar tinted windows installed in C Block and B Block

New Junior Secondary building with new fans, air conditioners, window tinting and rain activated louvre closing devices

Replaced 2 new stoves - more energy efficient models

Louvres in A Block replaced with solar tinted windows

### Water

Bore pump fine-tuned to improve efficiencies

Urinals with water saving devices installed replacing old systems.

Old toilet cisterns through the school were replaced with more efficient types.

In-ground water sprinklers installed to replace traveling irrigator

Updated drinking fountain water-coolers

New evaporative coolers in E Block to reduce electricity and water wastage from "water dumping"

Table 7: Environmental footprint indicators for this school

| Utility category  | 2015–2016 | 2016–2017 | 2017–2018 |
|-------------------|-----------|-----------|-----------|
| Electricity (kWh) | 448,038   | 456,562   | 448,922   |
| Water (kL)        | 7,423     | 3,341     | 12        |

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool\* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## School funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.



### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

|                                 |                |       |
|---------------------------------|----------------|-------|
| Find a school                   | Search website |       |
| Search by school name or suburb |                |       |
| Go                              |                |       |
| School sector                   | School type    | State |

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

|                     |
|---------------------|
| View School Profile |
|---------------------|

4. Click on 'Finances' and select the appropriate year to view the school financial information.

|                |        |            |          |                |                  |             |
|----------------|--------|------------|----------|----------------|------------------|-------------|
| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |
|----------------|--------|------------|----------|----------------|------------------|-------------|

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile



## Workforce composition

### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

| Description           | Teaching staff* | Non-teaching staff | Indigenous** staff |
|-----------------------|-----------------|--------------------|--------------------|
| Headcounts            | 92              | 47                 | 7                  |
| Full-time equivalents | 89              | 32                 | 6                  |

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

| Highest level of qualification | Number of qualifications | *Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate. |
|--------------------------------|--------------------------|------------------------------------------------------------------------------------------------------|
| Doctorate                      | 0                        |                                                                                                      |
| Masters                        | 6                        |                                                                                                      |
| Graduate Diploma etc.*         | 24                       |                                                                                                      |
| Bachelor degree                | 58                       |                                                                                                      |
| Diploma                        | 4                        |                                                                                                      |
| Certificate                    | 0                        |                                                                                                      |

## Professional development

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$134000

The major professional development initiatives are as follows:

Quality Teaching & Learning: John Fleming – Explicit Teaching, Pat Hipwell – Reading in Secondary Schools, Steve McCabe – Mighty Minds, NQR Quality Teaching and Learning, Think Big Start Small collaborative planning sessions, Junior Secondary workshops, Restorative Practices, MSSWD Project - ASDAN training, Leading Quality Teachers, Develop Classroom Observations, QCE Attainment Strategies, Quality Teaching Workshop, Positive Schools, QASSP Brisbane, Quality Teaching in Junior Secondary, Senior Transition Forum.

Curriculum Development: MOM (Cert III Childhood Services) Training, QCAA workshops, QCAA Panel Training, Digital Classrooms, HEIA Assessment Junior Secondary, Implementing Digital Technologies, QCAA Information Sessions, QCAA Numeracy Proportional Reasoning, QCAA Senior School Transition, New QCE.

Capacity Building: Allan Parker – Negotiating Change, Beginning Teacher Conference, Cleaners Training, CEC Conference, Cert IV Training & Assessing, Dealing With Difficult Customers, Quality Schools Inclusive Leaders seminars, DPI Research Facility Teacher Development, Anita Archer Explicit Instruction - Train the Trainer, Finance Masterclass, Injury Management, Managing Assets & Electrical Inspection, Master Teacher Training, Mentoring Training, National Rugby League Coaching course, OneSchool Reporting workshop, OneSchool Timetable, Business Service Managers Conference, Science Officers workshop, Y-Pad Training- Young People/Drugs, Corporate Services, WHS training, Asbestos Training.

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.





## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

| Description                                                            | 2016 | 2017 | 2018 |
|------------------------------------------------------------------------|------|------|------|
| Staff attendance for permanent and temporary staff and school leaders. | 96%  | 96%  | 96%  |

### Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff were retained by the school for the entire 2018.

## Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

| Description                                              | 2016 | 2017 | 2018 |
|----------------------------------------------------------|------|------|------|
| Overall attendance rate* for students at this school     | 90%  | 90%  | 89%  |
| Attendance rate for Indigenous** students at this school | 83%  | 81%  | 84%  |

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

| Year level | 2016 | 2017 | 2018 |
|------------|------|------|------|
| Year 7     | 92%  | 93%  | 91%  |
| Year 8     | 89%  | 90%  | 91%  |
| Year 9     | 88%  | 86%  | 88%  |
| Year 10    | 88%  | 88%  | 85%  |
| Year 11    | 90%  | 88%  | 89%  |
| Year 12    | 92%  | 90%  | 90%  |

Notes:

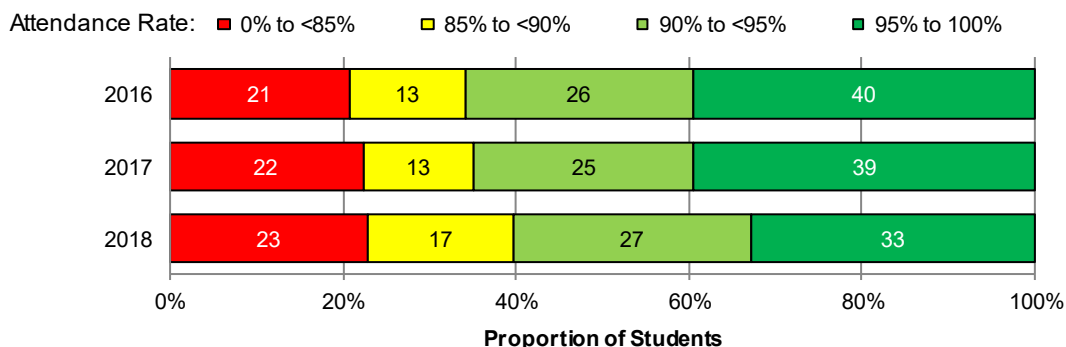
1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.





## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

Rolls are marked at 9.00 am each day in Care Groups or Year Level Parade. ID Attend is used to record student absences electronically from Care Group (paper rolls) through to Period 4 each day. Teacher and Administration Staff use this computer program to record and monitor student's attendance. Teachers electronically mark their rolls on ID Attend for their respective daily classes.

Reports of Student Absences are emailed to teachers at 10.30 am each day for their information and student tracking.

ID Attend is used to run a list of all unexplained or late unexplained students for the day at 2.00 pm each day and a text is sent to all parents of the above to notify them of their student's absence from school. Parents have the facility to reply to the text with a reason why their student is absent.

Each morning, an administrative staff member runs a Daily Attendance Report for the previous school day. Students who have a daily record that occurs with an attendance alteration (marked with present, unexplained, unjustified or other reason) throughout the day is called up (a paper note is sent to the student through the Care Group Rolls) and the student presents themselves to the office to explain their previous day's attendance query.

If the student has been truanting, a OneSchool Behaviour Incident is completed and forwarded to the relevant Deputy Principal. If the student has participated in various school activities, the query is recorded as such on ID Attend.

Every Wednesday a Days Absent Report is run through ID Attend to show the "consecutive 3 days or more" unexplained absences. These students' parents receive a personal phone call from an administrative staff member seeking reasons why their student is away.

A "Notify Parents" letter is merged through ID Attend, every five weeks to display students and their unexplained absences. Students with more than 4 days of unexplained absences are selected, letters are printed and sent home for parents to make comments and place reasons why their students are absent.

Long term unexplained absences from students are then referred onto the Principal or Deputy Principal seeking their further instruction. Compulsory Participation Letters are sent to parents after the Deputy Principal or Principal have looked into individual student profiles.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.



## How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

|                                 |                |       |
|---------------------------------|----------------|-------|
| Find a school                   | Search website |       |
| Search by school name or suburb |                |       |
| Go                              |                |       |
| School sector                   | School type    | State |

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

|                     |
|---------------------|
| View School Profile |
|---------------------|

4. Click on 'NAPLAN' to access the school NAPLAN information.

|                |        |            |          |                |                  |             |
|----------------|--------|------------|----------|----------------|------------------|-------------|
| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |
|----------------|--------|------------|----------|----------------|------------------|-------------|

### Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

## Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at [www.aqf.edu.au](http://www.aqf.edu.au) and [www.ibo.org](http://www.ibo.org).

Table 13: Outcomes for our Year 12 cohorts

| Description                                                                                  | 2016 | 2017 | 2018 |
|----------------------------------------------------------------------------------------------|------|------|------|
| Number of students who received a Senior Statement                                           | 150  | 136  | 145  |
| Number of students awarded a QCIA                                                            | 0    | 1    | 0    |
| Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12 | 145  | 135  | 141  |
| Percentage of Indigenous students awarded a QCE at the end of Year 12                        | 100% | 100% | 92%  |
| Number of students who received an OP                                                        | 64   | 57   | 66   |
| Percentage of Indigenous students who received an OP                                         | 33%  | 13%  | 17%  |
| Number of students awarded one or more VET qualifications (including SAT)                    | 92   | 86   | 96   |
| Number of students awarded a VET Certificate II or above                                     | 81   | 68   | 78   |
| Number of students who were completing/continuing a SAT                                      | 16   | 9    | 24   |



| Description                                                                                                                                     | 2016 | 2017 | 2018 |
|-------------------------------------------------------------------------------------------------------------------------------------------------|------|------|------|
| Number of students awarded an IBD                                                                                                               | 0    | 0    | 0    |
| Percentage of OP/IBD eligible students with OP 1-15 or an IBD                                                                                   | 91%  | 84%  | 73%  |
| Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification | 100% | 100% | 99%  |
| Percentage of QTAC applicants who received a tertiary offer.                                                                                    | 96%  | 100% | 96%  |

Notes:

- The values above:
  - are as at 11 February 2019
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

| OP band | 2016 | 2017 | 2018 |
|---------|------|------|------|
| 1-5     | 12   | 10   | 8    |
| 6-10    | 24   | 21   | 19   |
| 11-15   | 22   | 17   | 21   |
| 16-20   | 6    | 9    | 17   |
| 21-25   | 0    | 0    | 1    |

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

| VET qualification        | 2016 | 2017 | 2018 |
|--------------------------|------|------|------|
| Certificate I            | 38   | 37   | 36   |
| Certificate II           | 71   | 58   | 68   |
| Certificate III or above | 21   | 17   | 23   |

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Certificate I courses completed included:

Agrifoods Operations  
Business  
Information, Digital Media and Technology

Certificate II courses completed include:

Business  
Engineering Pathways  
Hospitality  
Skills for Work and Vocational Pathways  
Information Digital Media and Technology  
Rural Operations / Agriculture  
Kitchen Operations  
Health Support Services + Community Services  
Tourism  
Outdoor Recreation (scuba)

Certificate III courses completed include:

Early Childhood Education and Care  
Fitness + Cert II Sport & Recreation  
Hospitality



## Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

| Description                                                                                   | 2016 | 2017 | 2018 |
|-----------------------------------------------------------------------------------------------|------|------|------|
| Year 12 student enrolment as a percentage of the Year 10 student cohort                       | 74%  | 83%  | 83%  |
| Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort | 53%  | 100% | 76%  |

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

## Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

### Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

The year 10 and Year 12 SET planning process assists students to gain study and career pathways that suit their individual goals. For some students this may mean that they exit school before the completion of Year 12.

In 2014 the introduction of SET planning in Year 12 in conjunction with "Pathways to Success" sessions assist students to make informed decisions in their final year of schooling and adequately prepare for transition into the workforce.

A number of students successfully gain Apprenticeships and Traineeships at the end of Year 10 or Year 11 depending on their career pathway.

To ensure these early school leavers are making appropriate career pathway decisions they are encouraged to meet with the Guidance Officer for career counselling and also encouraged to engage in work experience / work placement organised by the Industry Liaison Officer.

To prepare students for transition to the workplace, students are able to complete a Certificate II in Workplace Practices. Students in Years 10, 11 and 12 may engage in School Based Apprenticeships and Traineeships, participate in TAFE VET courses and School VET courses. Any of these opportunities may lead to full time employment and/or full time study options.

An early leavers report is compiled at the end of each term and submitted to the NQ Regional Office to accurately account for student transition pathways beyond school.

### Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

<http://www.proserpineshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

